

Childminder report

Inspection date: 4 June 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder works with her husband, who is also a registered childminder. Together, they provide a safe and welcoming home-from-home environment for children. The childminder places a strong emphasis on supporting children's emotional well-being, offering them reassuring words and cuddles when needed. This helps children to settle and build affectionate bonds with her. The childminder is responsive to the children's needs and encourages them to make decisions about their care and learning. This boosts children's self-esteem and sense of belonging. Children are confident to ask for a snack if they are hungry and to make choices about what they wish to play with.

The childminder has high expectations for children. She is clear about the boundaries in place and provides lots of positive praise and encouragement, which motivates children to do well. Children willingly assist with tasks, such as tidying up the toys after their play, showing pride and satisfaction in being helpful. The childminder provides an ambitious curriculum to support children at each stage in their development. This includes a wide variety of real-life experiences, which ignite children's curiosity about the world and foster a love of learning. For instance, the childminder identifies children's keen interest in playing with toy animals. Therefore, she arranges visits to a wildlife park where children enjoy observing and learning about animals first hand.

What does the early years setting do well and what does it need to do better?

- The childminder has effective systems to monitor and track children's progress. She uses observation and assessment effectively, to identify what children enjoy and what they are ready to learn next. This allows her to plan activities which spark children's interests and foster their concentration skills. The childminder responds quickly when children need additional help with their learning. She shares information with parents and carers and provides targeted support. All children make good progress and consistently build on what they know and can do.
- Children benefit from the childminder's skilful teaching, which helps to extend their knowledge and skills as they play. For example, the childminder models how to shape dough using her fingers and use simple tools, such as rolling pins. She then encourages children to try this out for themselves. Children have great fun creating 'wiggly worms' and dinosaur footprints. This helps them to strengthen the muscles they will use when they learn to write.
- The childminder supports children's communication and language skills very well. She introduces new vocabulary as she comments on their play, reads books and sings songs with them. Children spend lots of time engaged in meaningful conversations with the childminder, such as when looking at photos of their

families and friends together. These positive interactions help children to become confident in their communication skills.

- Children learn to lead healthy lifestyles with the childminder. They enjoy the nutritious and home-cooked meals she provides. Children have plenty of opportunities to be active, indoors and outdoors. The childminder helps children to confidently manage personal care routines, such as washing their hands and using the toilet. However, she does not always consider promoting a wider range of self-care skills for children, to further promote their independence. For example, the childminder does not consistently support children to wipe their own noses or drink from open cups.
- The childminder is a positive role model for children. She shows them how to communicate effectively with each other and to share and take turns. Children respond positively to her consistent and gentle guidance. Their behaviour is very good. The childminder gives lots of praise and encouragement to support children's self-esteem and confidence. As a result, children have extremely positive attitudes to their learning. They are keen to tackle new activities, such as using a pump to inflate their footballs.
- The childminder values her partnerships with parents highly. She works with them to support children through important changes and transitions, such as moving house or having a new sibling. Parents appreciate and say the childminder provides excellent advice on matters such as children's teething, potty training and speech development. They comment that the photos and detailed information she provides means they do not miss out on their children's developmental milestones.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- make the most of daily opportunities to further extend children's independence and self-care skills.

Setting details

Unique reference number	EY404905
Local authority	Wandsworth
Inspection number	10394655
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	7
Date of previous inspection	18 September 2019

Information about this early years setting

The childminder registered in 2010 and lives in the London Borough of Wandsworth. She works with her husband, who is also a registered childminder, and they both have childcare qualifications at level 3. The childminder operates her service Monday to Thursday, from 7.30am to 5.30pm, during term time. She offers government funded childcare for children aged from nine months to four years.

Information about this inspection

Inspector
Sarah Crawford

Inspection activities

- The childminder and her co-childminder showed the inspector the areas they use for childminding. They explained the curriculum and how they organise the provision to support children's learning and welfare.
- The inspector observed a range of routines and learning experiences, to help evaluate the quality of education and the impact on children's learning.
- The inspector took account of parents' written feedback. She observed and spoke to children, to help assess their experiences with the childminder.
- The childminder ensured that relevant documents were available for the inspector to view.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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